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ABSTRACT

This handbook is designed to be a guide for students, college supervisors, and school-based teacher educators at the Multi-Institutional Teacher Education Center (MITEC). After an introduction briefly describing MITEC, chapters on the following topics are included: (a) organization, (b) roles and responsibilities, (c) learning laboratory centers, and (d) optional enrichment modules. Also included are four chapters describing Kanawha Valley, West Virginia--the site of MITEC. These chapters discuss the history, government, community, and school systems of the area. (PB)

KANAWHA VALLEY MULTI-INSTITUTIONAL TEACHER EDUCATION CENTER HANDBOOK

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NATIONAL INSTITUTE OF EDUCATION
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FOREWORD

Our children in West Virginia are our greatest asset. The State of West Virginia is committed to cooperative efforts of school systems and colleges, through teacher education centers, to improve and enhance educational opportunities for our youth, to improve the quality and competence of our teachers and to improve the training of our prospective teachers.

The teacher education center involves school, higher education, and State Department of Education personnel; professional organizations; students, and community persons to pool talent, implement programs and evaluate the program without domination or control of any particular group. Rather than be prescriptive, the State Department of Education is assuming a supportive role in the centers' development and operation. Each center is unique and each will develop according to the particular needs of the regional community it serves.

Kanawha Valley Multi-Institutional Teacher Education Center (MITEC) piloted the center concept in West Virginia and is a national model. MITEC has expanded to include two school systems, Kanawha and Putnam; seven colleges and universities; four associate colleges in other states; the State Department of Education; West Virginia Education Association, and the community. The program has expanded to include not only student teaching, but pre-student teaching laboratory experiences and continuing education programs.

This handbook is designed to be a guide for MITEC students of teaching, college supervisors and school-based teacher educators. Emerging roles and responsibilities of individuals and groups in this new era of teacher education consortiums are identified in behavioral terms. Revised to meet the participants' changing needs, the handbook should keep all persons up-to-date on innovations and progress in our cooperative efforts for excellence in teacher education.

David B. Taylor

State Superintendent of Schools

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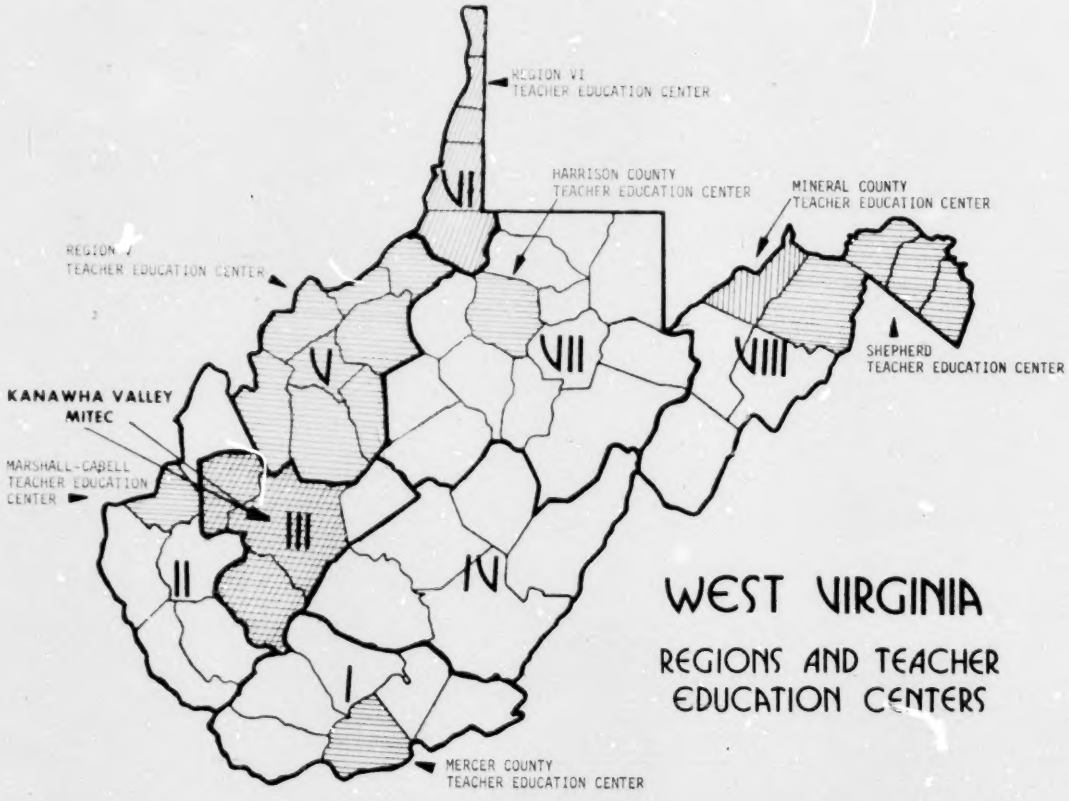


I. HISTORY

Kanawha Valley Multi-Institutional Teacher Education Center has been in operation for six years and is an outgrowth of a seven-state program known as the Multi-State Teacher Education Project (M-STEP). The project included the states of Florida, Maryland, Michigan, South Carolina, Utah, Washington, and West Virginia. The purpose of M-STEP was to seek ways to improve teacher education, particularly in the area of laboratory experiences. The proposal was funded in 1966 for a two-year period.

Approximately thirty students from the four colleges and one university were assigned each semester to the Pilot Center for their student teaching experience. Unique to the West Virginia M-STEP Center was the effort to combine and utilize the personnel, the resources and special capabilities of five teacher preparation institutions, characterized by a diversity of purpose and program, as well as the resources of Kanawha County School System and the West Virginia State Department of Education. Responsibility for the assignment of student teachers, liaison with the cooperating institutions, and many of the supervising functions previously carried out by the college supervisor became the responsibility of the Pilot Center Director. An intensive

inservice program was designed and implemented to meet the needs of both the beginning and experienced supervising teacher, as well as the needs of the student teachers.

Upon completion of the M-STEP program in 1968, Kanawha County was convinced the center concept was reaping benefits to the school system, to the teachers, and most important, to boys and girls who were the recipients of more individualized and humanized learning experiences. The colleges were anxious to continue the center concept and partnership agreement with the county on a full scale commitment.

MITEC has now emerged to include seven West Virginia colleges, four out-of-state associate institutions, and Putnam as well as Kanawha County. MITEC's program has emerged from its original goal to improve student teaching experiences to focus on both pre-student teaching components as well as continuing education programs. These may include intern and beginning teachers as well as supervising teachers.

As MITEC expanded its program to include a variety of enrichment experience modules and expanded its inservice and evaluation studies, additional staff members were added. Their individual roles and responsibilities are described in detail in this handbook.

The commitment of the school systems and colleges for partnership in the preparation of prospective teachers has provided the impetus for MITEC to become a state and national leader in the Teacher Education Center movement.

MITEC has continued to serve as a national and international model of cooperation for improving teacher education. In 1972 MITEC was selected as one of four United States programs to be presented at the International Council of Education for Teachers in London, England. In 1973 a book written by MITEC participants entitled, In West Virginia, It Is Working: One Teacher Education Center In Action, was published by AACTE and disseminated to colleges and universities throughout the country.

In 1972 the West Virginia Legislature appropriated money making it possible for the Teacher Education Center concept to become a state-wide effort in West Virginia. Seven regional Teacher Education Centers, each having a center director, are now in existence in West Virginia. Each of the twenty-one teacher preparation institutions in the state is a member of one or more of the seven centers. Each center is unique and is cooperatively designed to meet the needs of the school, college and community it serves.

The West Virginia State Department of Education has been instrumental in encouraging and supporting the Teacher Education Center concept in West Virginia. The State Department has assumed a supportive rather than prescriptive role. Thus, cooperation, parity and shared sovereignty of State Department, school systems and colleges account for the success of West Virginia's state-wide Teacher Education Center movement.

II. MITEC FEATURES

Center student teachers participate in opening school district's orientation, regardless of their college starting calendar. Advanced placement of student teachers by the MITEC Director makes this possible.

IBM data processing cards are provided by the State Department of Education. They will identify supervising teachers in school districts who are carefully selected and recommended by the superintendent, principal and consultants. Cards will be maintained through perpetual revision.

Student teachers from seven different institutions of higher learning have the opportunity to meet with one another and to share ideas and problems through combined seminars.

The counties' sixty coordinators and consultants visit and offer assistance to prospective teachers by acquainting them with new materials and techniques in their field.

Through MITEC inservice programs, prospective teachers have an opportunity to observe and participate in professional organizations, the reading clinic, psychological services, learning disabilities center, counseling and guidance clinic and health services of the county.

Clinical supervising teachers, principals, legislators, county and college personnel and other guests are invited to a special luncheon each year. It is sponsored by MITEC to show appreciation for their participation and cooperation with the Kanawha Valley Teacher Education Center.

Student teachers have the opportunity and are encouraged to observe other student teachers and supervising teachers in their school centers, as well as in other county schools. Prospective teachers work in teams with large-group instruction, quest programs, seminars, non-graded classes and modular scheduling. This is made possible by the supportive climate of the Learning Laboratory Centers.

Due to increased interest and participation in MITEC, building principals are assuming a more active role in orientation programs. They work with all levels of students of teaching to explain administrative procedures concerning the operation of a school. Many also provide group meetings of all professionals and non-professionals.

Regular meetings of the Board of Directors, consisting of representatives of the counties, State Department and colleges, have brought new dimensions of understanding and cooperation to the teaching program.

Twenty schools are designated as MITEC Learning Laboratory Centers for Teacher Education. Each school has a school-based coordinator,

numbers of pre-student teachers and student teachers, and a resource center for teacher education.

Graduate courses are being offered "on site" at school centers. These courses are designed around the needs of particular school centers.

Through the M-Step Pilot Program over $3,000 worth of films, filmstrips and professional books pertaining to student teaching were placed in the Kanawha County professional library. In addition to these, MITEC has a substantial budget for teacher education materials to be added each year to the Learning Laboratory Centers.

A common evaluation form is used by all cooperating institutions. The college directors of student teaching meet with the supervising teachers for orientation of behavioral evaluation techniques.

Follow-up studies on MITEC student teachers will be done by the research coordinator to assess effectiveness of the Center program. Other needs assessments and evaluation studies will be designed to establish future direction and expansion of MITEC.

MITEC PLACEMENT POLICIES

1. Colleges shall present a placement list to MITEC on a designated date, prior to beginning of student teaching. The list shall be made on a form which all MITEC colleges have approved. First, second and third preferences are indicated by students, with approval of their respective college.

2. MITEC will make placements, and lists will be sent to colleges. Each student teacher and clinical supervising teacher will receive a letter of placement from MITEC.

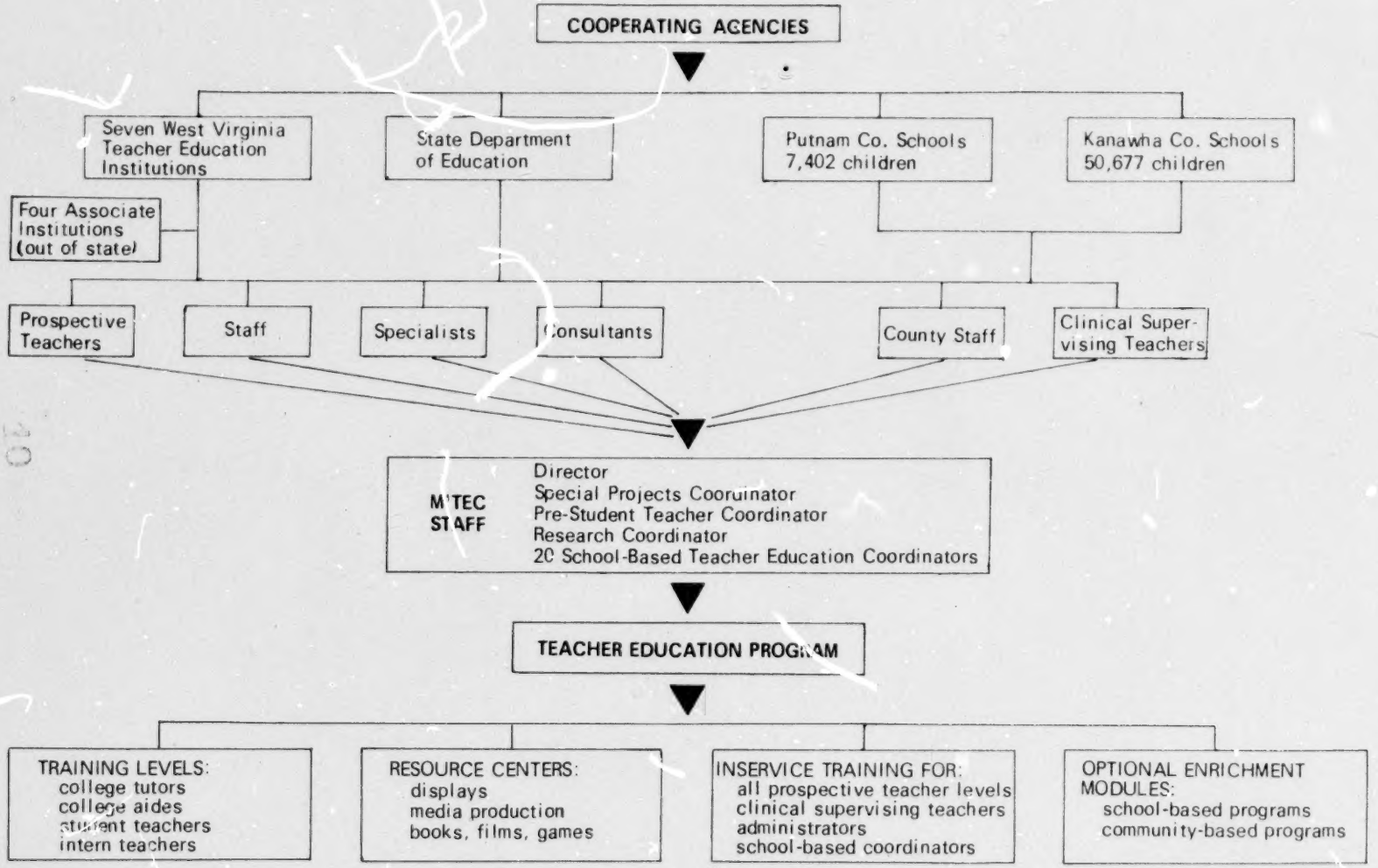
3. When placements have been made by MITEC, no changes will be made unless:

   (a) clinical supervising teacher is transferred to another school, and no satisfactory placement can be made in said school.

   (b) extenuating circumstances call for a change upon which MITEC, the college and the school cooperatively agree.

4. During the student teaching experience, either the college or the school may initiate a change in the student teacher's placement if either determines that it is in the best interest of the student teacher or the students in the school. When a change is contemplated by either party, the first step would be to contact MITEC and report the conditions which necessitate the change. MITEC will then bring the parties involved together in order to resolve the situation.

KANAWHA VALLEY MITEC



I. DEFINITION OF TERMS

KANAWHA VALLEY MITEC--Multi-Institutional Teacher Education Center--a consortium of seven colleges and universities and two school systems which offers a program designed to improve the quality of teacher education.

DIFFERENTIATED STAFFING--system for identifying persons in a school according to their job descriptions and specific skills as they relate to levels of responsibility.

LEARNING LABORATORY CENTER FOR TEACHER EDUCATION--schools cooperatively identified by MITEC colleges and the school system, which are committed to experimentation, differentiated staffing and continuous progress and in which all levels of students of teaching work in teams.

RESOURCE CENTER FOR TEACHER EDUCATION--designated place set aside in each Learning Laboratory Center which houses teacher education materials and media supplied by MITEC.

PRESERVICE--the term used to denote the undergraduate teacher education program.

INSERVICE--the term used to identify credit or non-credit activities designed to affect the attitudes, perceptions and/or behaviors of teachers while they are successfully employed--usually presented in the school or district.

CLINICAL EXPERIENCE--one of a number of terms used to describe the many activities of student teachers while they are involved in supervised experiences.

OPTIONAL EXPERIENCE MODULES--enrichment modules which include a rationale, objectives, resources and evaluation components and are identified in a variety of school and community settings. The student teacher may select one or more modules in addition to or as a part of the clinical experience according to his personal preference.

PROSPECTIVE TEACHER--undergraduate candidate of teacher education who studies teaching and will experience teaching in colleges, schools and/or the community.

ASSOCIATE TEACHER--(see prospective teacher)

STUDENT OF TEACHING--anyone engaged professionally in teacher education at any level.

STUDENT TEACHER--college senior student of teaching who is engaged in his culminating undergraduate, clinical experience.

INTERN TEACHER--certified graduate student of teaching engaged in a clinical team teaching situation.

CLINICAL SUPERVISING TEACHER—regularly employed public or private elementary, early childhood or secondary teacher or a representative of a related community agency who works with student teachers and provides observation and supervision of these students.

CLINICAL PROFESSOR—a teacher educator jointly employed by a college and a school district to administer and supervise clinical experiences for students of teaching.

SCHOOL-BASED COORDINATOR—a clinical supervising teacher who has been identified by schools and colleges and given released time to coordinate teacher education programs, to conduct seminars for students of teaching and to establish an educational resource center in each MITEC Learning Laboratory Center for Teacher Education.

TEACHER EDUCATION SPECIALIST—one having an appropriate doctorate degree or doctoral candidate who is jointly employed by the university and school to coordinate experiences for differentiated teaching teams, which consist of interns, as well as all levels of prospective teachers.

COLLEGE SUPERVISOR—person employed by a college to work with clinical supervising teachers and prospective teachers in the field.

TUTOR—prospective teacher engaged in a clinical field experience of a purely tutorial nature working one-to-one or with a small group of students in a school setting.

COLLEGE AIDE—prospective teacher in a pre-student teaching clinical field experience which is more comprehensive than that of a tutor.

COMMUNITY AIDE—paraprofessional aide working in a school setting on a volunteer basis as part of an instructional team.

II. GUIDELINES AND OBJECTIVES

The Kanawha Valley Multi-Institutional Teacher Education Center (MITEC) coordinates a teacher education program in the elementary and secondary schools of Kanawha and Putnam Counties. The Center has general responsibility for appropriate matters pertaining to pre-student teaching and student teaching with authority vested in a Board of Directors.

A. PHILOSOPHY

The Kanawha Valley Multi-Institutional Teacher Education Center (MITEC) has a strong tradition of leadership in the development of innovative programs in teacher education. It has become virtually synonymous with the concept of cooperation and the sharing of responsibility. This cooperation is primarily among public schools, colleges, and the State Department of Education. There are, however, numerous community agencies, identified elsewhere in this handbook, which are also involved in the cooperative program to improve teacher education.

MITEC has adhered to three fundamental principles in its operation in order to achieve the success it has attained.

1. The first principle is that of shared sovereignty. Decisions made by the MITEC Board of Directors becomes the policy of the several agencies and institutions as they relate to teacher education in the Kanawha Valley. Each agency accepts its responsibility to contribute to the success of the program and each agrees to accept the policies of the MITEC Board as guidelines for their own program.

2. Partnership is a second principle upon which MITEC is founded. The responsibility for success in the program of teacher education is shared by all major parties; public school, colleges and State Department of Education. Each has its unique contribution to make but each shares in the overall responsibility for success.

3. The basic job of teacher education is the development of human potential. As a third principle, it has been MITEC's primary concern to foster and encourage the development of human talent, and to implement new roles in teacher education. All of its inservice programs, its precident setting, exemplary models of staff development have been predicated upon this principle.

In summary, MITEC is committed to partnership, shared sovereignty and human development. It is committed to the search for a better way to prepare future teachers and to help inservice teachers and principals become as competent as their potential will carry them.

B. FUNCTIONS

1. Serve as a center for the assignment of all students of teaching placed in Kanawha and Putnam County Schools.

2. Identify and foster professional growth of qualified clinical supervising teachers in the schools.

3. Identify and foster professional growth of persons who will become school-based teacher educators as coordinators in Learning Laboratory Centers.

4. Enlist the services of school principals and county central office personnel to provide auxiliary learning experiences for students of teaching.

5. Involve personnel from all institutions of higher education who are Center participants in a general program of improvement of continuous teacher education.

6. Stimulate experimental programs and research in teacher education.

7. Sponsor general inservice programs appropriate for all prospective teachers, especially where they pertain to matters which the several colleges cannot do separately in an efficient manner.

8. Serve as a clearinghouse and resource center for information about new trends and materials in teacher education.

9. Identify and foster the development of schools as Learning Laboratory Centers for teacher education through which all levels of community aides, college pre-student teachers, student teachers and interns may work together in teams to enhance learning opportunities for boys and girls.

C. OBJECTIVES

1. Given an opportunity to come together for discussion of common interests and problems, college and county officials will identify ways of cooperatively solving the field experience dilemma. Cooperation, rather than competition, will become the mode of interaction.

2. Given a central base of operation, student teacher placement through MITEC will be expedited with greater ease and be more satisfactory to all of the involved agencies and personnel.

3. Maintaining autonomy as unique college programs and philosophies, each college will continue to operate individually with its own desires, requests, criteria and goals being honored by the other agencies.

4. Given a structure through which to operate cooperatively with joint decision making, individually and collectively the college and MITEC personnel will work with clinical supervising teachers in the public schools or in organized inservice programs. Clinical supervising teachers will increasingly demonstrate a(an)

   (a) awareness of professional literature and educational trends.
   (b) ability to apply modern theory, both behavioral and humanistic.
   (c) high level performance of full scope of teaching activities.
   (d) in-depth knowledge of subject matter area of specialization.
   (e) appropriate use of basic teaching skills.
   (f) ability to observe and give feedback relative to teaching skills.
   (g) ability to interact professionally with prospective teachers and accept them as members of teaching teams.

5. Given an opportunity for interaction, prospective teachers, clinical supervising teachers and professors of higher education will identify a block of desirable teaching experiences which are common to all college curriculums and which may be offered cooperatively.

6. As the concept of MITEC evolves and expands, educational change which is based on experimentation and research will be facilitated with increasing ease. New roles and processes for teacher education will be identified and inaugurated.

D. LONG-RANGE OBJECTIVES

1. Develop and refine MITEC's twenty schools designated as Learning Laboratory Centers for Teacher Education. Offer continuous inservice for twenty school-based teacher education coordinators.

2. Identify and update a list of the most outstanding clinical supervising teachers and offer quality inservice training.

3. Improve laboratory experiences for student teachers by offering outstanding placement, inservice, and educational alternatives.

4. Promote greater involvement of education and academic professors in cooperative meetings with MITEC to explore concerns and problems in improving continuing teacher education.

5. Improve communications among all agencies of MITEC.

6. Negotiate with institutions of higher learning to offer new graduate courses designed by MITEC, based on the perceived needs of building principals and supervising teachers.

7. Expand the pre-student teaching laboratory experiences of college tutors and college aides.

8. Expand MITEC's program to include beginning teachers in in-service programs and in activities sponsored in MITEC Learning Laboratory Centers.

9. Support and encourage the development of an intern program as an added dimension of MITEC's program.

10. Focus on humanizing all MITEC activities and programs.

11. Explore linkage of MITEC with Regional Education Services Association (RESA).

12. Develop a model of (1) a follow-up study of all student teachers of MITEC, and (2) develop an instrument to evaluate teacher education centers.

III. BOARD OF DIRECTORS

Authority to set policy for the Center shall be vested in a Board of Directors composed of representatives from each of the participating institutions.

A. COMPOSITION

The size and composition of the Board shall be fixed by the membership at the time of the adoption of these guidelines, but shall be changed by the consent of a majority of the members present and voting at any meeting following a meeting at which a proposal is submitted for change in membership. The membership at the onset of the acceptance of the guidelines is governed by past practice and shall be:

1. One representative from each full MITEC member institution of higher education.

2. Representatives from the county school systems participating in the Center.

3. One representative of the Elementary and one of the Secondary Principals' Association.

4. Two classroom teacher representatives.

5. One student teacher representative from each participating college (one group vote).

6. One representative from the West Virginia State Department of Education.

7. One representative from the staff of the West Virginia Education Association.

B. OFFICERS

The Board shall elect from among its membership such officers as it may deem necessary, but it shall elect annually a chairman, to be rotated between colleges and county school systems, and a vice-chairman.

C. DUTIES AND RESPONSIBILITIES

1. Set all policies which the majority deems appropriate for operation of the Kanawha Valley Multi-Institutional Teacher Education Center.

MITEC BOARD OF DIRECTORS

EIGHTEEN VOTING MEMBERS

INSTITUTIONS
- 1 College of Graduate Studies
- 1 Concord College
- 1 Morris Harvey College
- 1 West Virginia State College
- 1 West Virginia Institute of Technology

1 Student Teacher

STATE DEPARTMENT 1

SCHOOL SYSTEMS
- Putnam County, 1 administrator
- Kanawha County, 3 administrators

2 teachers and 2 principals from either county

PROFESSIONS
- 1 West Virginia Education Association Member

▼

THREE NON-VOTING MEMBERS

1 MITEC Director
1 MITEC Special Projects Coordinator
1 MITEC Pre-Student Teaching Coordinator

▼

ASSOCIATE MEMBERS

20 School-Based Teacher Education Coordinators
7 Student Teachers (one from each participating college)
Hampton Institute, Virginia
McGill University, Montreal, Canada
State University, Potsdam, New York
University of Alabama
International School, Mexico City
Kanawha Valley Community
Union Carbide representative
Community Council representative

▼

MITEC SUBCOMMITTEES

Inservice	Finance	Publication and Dissemination	Special Projects and Experimental Programs	Research and Evaluation

2. Select a director to serve as the secretary for the committee and its chief executive officer. The director shall be selected by a majority of the members of the committee from candidates proposed by the current Board chairman.

3. Select a special projects coordinator, pre-student teaching coordinator and other staff as the Board recommends and as the budget will allow.

4. Establish a policy for the expenditure of all funds appropriated to the Center and supervise the expenditure of those funds. The actual clerical functions will be performed by the financial officer of Kanawha County Schools in accordance with policies and laws of West Virginia and the Kanawha County Board of Education.

5. Provide general supervision of the program of laboratory experiences in teacher education, including approval of all experimental programs.

6. Provide for the admission of other colleges into the Center program. As a policy, no institution of higher education shall be refused the opportunity to participate in MITEC if such institution is eligible and approved by the West Virginia State Department of Education. If an institution is located in another state, it shall be accredited by NCATE.

D. SUBCOMMITTEES

The following subcommittees are appointed each year to make recommendations to the Board of Directors:

1. Finance Committee will prepare a budget for the expenditure of all funds, receive and review reports on the expenditure of such funds and make recommendations to the Board for expenditures.

2. Inservice Committee will make specific recommendations concerning the design, feasibility and implementation of any and all inservice programs in public schools or designated meeting places for any personnel in MITEC.

3. Special Projects and Experimental Programs Committee will make specific recommendations concerning the need, implementation and evaluation of any and all special projects and/or experimental programs that are to be conducted in the Center using MITEC personnel or resources.

4. Publication and Dissemination Committee will make specific recommendations concerning the need, design, implementation and evaluation of any and all publications concerning MITEC--its operation, personnel, programs or other activities. The committee is also responsible for designing specific dissemination procedures for said publications.

5. Research and Evaluation Committee will design instruments to evaluate all inservice programs sponsored by MITEC, encourage continuous evaluation of the overall objectives of MITEC and disseminate study results to the Board of Directors and all participating MITEC agencies.

I. INDIVIDUAL ROLES AND RESPONSIBILITIES

A. BOARD OF DIRECTORS CHAIRMAN

1. Preside at all meetings of the Board of Directors.
2. Schedule such meetings as he may deem appropriate, but no less than six meetings per year.
3. Prepare agenda for meetings.
4. Appoint and serve as ex officio member on the following standing subcommittees:
   (a) Finance
   (b) Inservice
   (c) Special Projects and Experimental Programs
   (d) Publication and Dissemination
   (e) Research and Development
5. Serve as a resource to the MITEC executive staff in all matters pertaining to their activity.

B. CENTER DIRECTOR

1. Serve as secretary to the Board of Directors and as chief executive officer of MITEC for each meeting.
2. Assign all students of teaching to their duties in approved schools and with approved clinical supervising teachers, using computer placement when possible.
3. Serve as consultant to the colleges on matters pertaining to their preparation programs and keep them informed about the progress of the county's involvement in teacher education.

4. Keep the colleges informed about the progress of their student teachers and any problems which arise in the program affecting college and students.

5. Prepare and keep a current list of qualified clinical supervising teachers.

6. Facilitate inservice programs for prospective teachers from all participating colleges of MITEC, using resources of schools, colleges and the State Department of Education.

7. Foster, through appropriate communication channels, professional growth of clinical supervising teachers through continuous inservice programs.

8. Maintain a clearinghouse dissemination center for MITEC materials; keep Board of Directors and school centers informed of current national teacher education protocol and training materials.

9. Serve as a liaison between colleges and county schools in matters pertaining to the laboratory experiences of teacher education.

10. Prepare such reports for the Board of Directors as may be requested or may be deemed necessary by the Board chairman or the director.

11. Serve as non-voting member on each of the standing subcommittees.

C. SPECIAL PROJECTS COORDINATOR

1. Identify and recommend for Board approval distinctive (relevant and different) optional enrichment experiences for students of teaching in:

   (a) the school system
   (b) the community
   (c) intrastate, interstate and international settings

2. Coordinate student teacher placement in optional experiences within the local areas.

3. Arrange for supervision and living accommodations for student teachers participating in interstate and international optional experiences.

4. Coordinate all activities involving the Job Corps and MITEC such as student teacher placement, observations and visits.

5. Supervise and conduct seminars for student teachers who elect to spend four weeks of their field laboratory experiences at the Job Corps Center.

6. Work in a teaming situation with the director in all MITEC operations.

7. Serve on subcommittees as appointed by the Board of Directors Chairman.

D. RESEARCH AND DEVELOPMENT COORDINATOR

1. Design research studies, as identified by MITEC Board of Directors, to determine effectiveness of the Center program.

2. Disseminate results of all MITEC research studies to the Board of Directors.

E. PRE-STUDENT TEACHING COORDINATOR

1. Lay the groundwork and recommend college aide programs for sophomore and/or junior college students in a minimum of twenty schools designated by MITEC as Learning Laboratory Centers for Teacher Education.

2. Identify teachers who will work with college aides in each center.

3. Survey college and school personnel as to their expectations for a college aide program including level of participation, responsibility, involvement and objectives.

4. Prepare a list of experiences and evaluation instruments for the college aides program for all MITEC participants. Meet and work with the twenty school-based teacher education coordinators of the twenty Learning Laboratory Centers with MITEC's director, special projects coordinator and other staff members.

5. Prepare a document which details in behavioral terms the respective roles, responsibilities and competencies for supervising teachers and college aides.

6. Prepare an annual report for the Board of Directors on activities and progress of the aides program.

F. CLINICAL SUPERVISING TEACHER

1. Provide orientation programs as deemed necessary for prospective teachers.

2. Be responsible for supervising all phases of the act of teaching.

3. Maintain channels of communication between colleges and student teachers, keeping the colleges informed about the progress, needs and performance of prospective teachers.

4. Delegate to the prospective teachers such responsibilities as are normally assigned to a teacher in a classroom as rapidly as he demonstrates the competence to perform such duties.

5. Continue to study in the field of professional teacher education so that he might keep abreast of recent developments.

6. Cooperate with the principal and other school-based teacher educators in developing sound policies and programs for the school building.

7. Provide an example of high professional interest and ability.

8. Plan with the prospective teacher for his full induction into the teaching profession.

9. Foster a team working relationship with the prospective teacher; plan, teach and evaluate in an open and supportive climate.

10. Encourage self-evaluation by prospective teachers, as well as team evaluation of specified behavioral objectives.

11. Set a pattern for personal and professional improvement through participation in inservice and graduate programs.

G. STUDENT TEACHER

The primary purpose of the student teaching experience is to provide the student teacher an opportunity to synthesize the educational theory he has studied and the actual teaching experience. During the student teaching experience he has an opprotunity, under the guidance of mature educators, for continuous self-evaluation as a means of developing competence in the skills and attitudes essential to successful teaching.

The student teacher's role is a dual one in that he is both student and teacher. The following specific delineations of his responsibilities are designed to help him fill this difficult role.

Responsibilities of the student teacher:

1. Bring to the student teaching experience an adequate knowledge of basic subject matter, human growth and development and teaching techniques and procedures.

2. Display enthusiasm and interest in the student teaching experience.

3. Show initiative by attempting alternate teaching techniques in an effort to discover and develop a style of teaching suited to himself.

4. Demonstrate responsibility to accept and complete assigned tasks.

5. Develop a pattern of personal and professional growth through constant self-appraisal and acceptance of constructive criticism.

6. Display a highly-professional attitude in terms of such things as safeguarding confidential information about children, refraining from unprofessional remarks about colleagues and following basic rules of courtesy toward school administrators, teachers, pupils and community persons.

7. Complete promptly all assignments required by the clinical supervising teacher, MITEC and the college, both in and out of the classroom.

8. Plan all work and submit plans to the clinical supervising teacher prior to the teaching of a class.

9. Comply with all school regulations to which regular teachers are expected to conform.

H. PRE-STUDENT TEACHER

The pre-student teacher (tutor or college aide) is a college sophomore or junior prospective teacher engaged in a field experience, performance (competency) or exploratory (expressive) in nature, in the schools and/or community. The purpose of the experience is to provide an opportunity for the prospective teacher to observe and interact on site in a reality-based situation through a variety of activities arranged by the student, the teacher to which he is assigned, and his college personnel. The experience should provide the pre-student teacher with opportunities to integrate theory with practice and to make further concrete career choices before undertaking the terminal experience of student teaching.

Responsibilities of the pre-student teacher:

1. Begin to make first approximations toward those responsibilities required of student teachers. See "Responsibilities of the Student Teacher."

2. Present a lesson, prepare and teach a unit, tutor students and conduct small group sessions, along with other modules of experience which he and his clinical supervising teacher may design.

3. Work with children in various capacities, such as tutoring, assisting, using media and giving personal help.

4. Practice clerical activities including bookkeeping, filing, grading, record keeping and typing.

5. Interact with teachers to plan activities.

6. Discover aspects of school organization.

7. Make a career choice with a commitment to a teaching career.

8. Practice different theories related to learning and methodology.

9. Observe roles, activities and human growth and development of children.

10. Research, gather and interpret data from students, teachers, peers and others.

(See, In West Virginia It Is Working, p. 17: "Real Setting: Strictly Controlled--College Student Engaged in Real Teaching Activities of Highly Structured Nature or Diminished Size.")

I. BUILDING PRINCIPAL

The West Virginia State Standards specify that the school, as a center for observation and student teaching, shall "have administrators...who encourage experimentation and innovation" and that each shall "have a principal...who will accept the responsibility of interpreting to the community the importance of the school's role in the improvement of public education."

In addition to the responsibilities identified or implied in the State Board approved standards, the building principal is expected to:

1. Provide instructional leadership for his school through the enthusiastic support of the teacher education center program.

2. Assist in the selection of qualified clinical supervising teachers and a school-based teacher education coordinator.

3. Provide an atmosphere conducive to a quality teacher education program.

4. Be responsible for the orientation of prospective teachers to the staff, facilities and services of the school.

5. Protect the student teachers against exploitation.

6. Work closely with the MITEC staff, the director, clinical supervising teachers, students of teaching, college supervisors and other resource personnel to strengthen the instructional program for the students.

7. Provide a handbook for student teachers for their orientation to school policies and administrative procedures.

8. Visit classrooms to foster the academic excellence in the school and encourage an atmosphere of inquiry and experimentation in the classroom.

9. Provide for continuous evaluation and inservice training for both the clinical supervising teacher and student of teaching.

10. Foster support for the teacher education program within the community.

J. COLLEGE SUPERVISOR

The role of the college supervisor of student teaching has changed as public school systems have assumed more responsibility in teacher education programs, particularly at the level of the student teaching experience. Patterns still vary widely throughout the country and will probably continue to do so. These variations may range all the way from virtual abandonment of the prospective teacher during his junior and senior year to closely-maintained supervision even during the final week of student teaching. A trend, however, appears to be apparent as in the case of the Kanawha Valley MITEC, wherein the college supervisor works more with the supervising teacher than with the student teacher.

College-based teacher educators still maintain close contact and identify with the student teacher during this vital part of the program. This is accomplished by college personnel involvement in schools designated as Learning Laboratory Centers. College supervisors may be able to exert worthwhile influence in the following:

1. Assist, observe, teach and consult with teachers and prospective teachers in schools designated as Learning Laboratory Centers for Teacher Education.

2. Conduct orientation sessions for student teachers and clinical supervising teachers.

3. Conduct inservice sessions in the schools for clinical supervising teachers and student teachers.

4. Assist MITEC personnel in conducting inservice programs with personnel other than regular clinical supervising teachers to improve instruction.

5. Be available to teach classes for credit to teachers working in the teacher education program.

K. CLINICAL PROFESSOR

This position is unique in that the clinical professor is hired jointly by the public school and the college or university. He is a member of the college faculty and the teaching staff of the Learning Laboratory Center to which he is assigned. Half of his time is devoted to his duties as a public school teacher and/or other professional duties requested by his principal; and the other half is designated to his duties as a school-based teacher educator.

These include:

1. Participate on a teaching team in the learning center.

2. Plan, instruct, evaluate and assist in curriculum development and in other functions related to the school program.

3. Supervise and coordinate many activities and learning experiences available to students of teaching.

4. Present teaching competencies for student teachers to observe and evaluate; illustrate methods and good teaching techniques.

5. Serve as a liaison with the college, schools and MITEC.

II. AGENCY ROLES AND RESPONSIBILITIES

A. SCHOOL SYSTEMS

As cooperating agencies in the MITEC consortium, Kanawha and Putnam County Schools provide a dynamic laboratory where student of teaching can participate in experiences designed for continuous improvement of the teaching-learning process. Enhancing MITEC objectives, the school systems:

1. Provide clearly stated system-wide educational objectives which identify the purposes of education and establish the means of achieving them.

2. Provide instructional resources, both human and material, for a quality teacher education program.

3. Provide alternative teaching-learning opportunities through on-going curriculum development which reflects both continuity and change.

4. Collaborate with MITEC in the design and implementation of education programs.

5. Cooperate with the MITEC staff in the selection of clinical supervising teachers and participating schools and in student teacher placement.

6. Provide administrative leadership to involve all segments of the teaching profession in implementing the teacher education program.

7. Provide office facilities and adequate secretarial help for the staff of MITEC.

8. Contribute financial resources to MITEC.

B. COLLEGES

The colleges in MITEC recognize that they are working partners of the county school systems. As partners the colleges bear responsibility

for some matters and share responsibility for others. The colleges bear a heavy responsibility in selecting and preparing prospective teachers. With their public school partners the colleges share responsibility for supervising and evaluating prospective teachers as they:

1. Provide students to be assigned by MITEC who have demonstrated a readiness for teaching through their performance in subject matter areas, professional courses and personal behavior.

2. Supply information to the MITEC director which will be useful in assigning student teachers.

3. Provide professional staff time and consultant services to MITEC for inservice programs and seminars for clinical supervising teachers, prinicpals, school-based coordinators and other MITEC members.

4. Provide consultant services and supervision of student teachers placed through MITEC.

5. Maintain communication channels with clinical supervising teachers, principals and MITEC staff members.

6. Pay an annual fee as set by the Board of Directors for membership in MITEC and for each student teacher and each clinical supervising teacher.

C. STATE DEPARTMENT

1. Provide overall coordination and support of MITEC.

2. Provide resource material and personnel to assist MITEC operations.

3. Certify teachers who qualify for the Teacher Education Associate, Class A or Class B Certificate according to West Virginia State standards.

4. Provide IBM data processing cards for MITEC use which contain qualifications and pertinent data on clinical supervising teachers.

5. Assist the MITEC staff in developing inservice programs for personnel from appropriate levels of the public schools, the cooperating teacher education institutions and the State Department.

6. Cooperate with the colleges and schools to select clinical supervising teachers and centers for student teacher placement.

7. Participate in the evaluation of programs sponsored by MITEC.

D. PROFESSIONAL ORGANIZATIONS

Two professional organizations have teacher education as their highest priority--the Student Education Association (SEA) for prospective teachers and the Association of Teacher Education (ATE) for clinical supervising teachers and college supervisors. Both organizations serve their membership through programs designed to strengthen the teaching profession and enrich the competency of the members through programs of professional improvement. It is highly desirable for students to join SEA while they are on their campuses before student teaching. Dues are nominal and the privileges and benefits are substantial. Students should contact their college-based teacher educators or campus representative for information.

Clinical supervising teachers' membership in the Association of Teacher Educators can take one of three possible forms:

1. They may join with colleagues in centers to form a local unit. Subscription memberships in ATE are purchased by MITEC for all schools where five or more student teachers are placed each semester. This will give teachers access to professional literature published by ATE.

2. Supervising teachers may join the West Virginia Unit of ATE. Dues are $3, and membership entitles one to participate in the state organization. National ATE dues are $20 per year. This membership entitles one to personal subscriptions to the professional literature and access to information about programs, such as national teacher education clinics and workshops.

3. The link with the West Virginia Education Association (WVEA) in MITEC has been strong and enduring. Although it has no formal responsibility, WVEA members have assisted with in-service programs for student teachers and clinical supervising teachers. The WVEA Building is often used for MITEC functions. The future of any profession is no greater than its program of recruitment and retention of the types of people who will fill the membership ranks.

III. EVALUATION

All colleges in MITEC use the same two evaluation forms: "Mid-Term Progress Report" and "Final Evaluation of Student Teaching Performance." These forms are completed by the clinical supervising teacher and in the case of the mid-term report are also completed by the student teacher. Additionally, some colleges use other evaluation forms such as the "Student Teaching Program Record." The additional evaluation forms are used to get more precise descriptions of the competencies and methods to be demonstrated during student teaching. In all cases the colleges are urged to share these forms with the student teachers and clinical supervising teachers at the outset so student teachers will always know the basis upon which they are evaluated.

In the final analysis, three MITEC colleges are using a pass-fail evaluation, rather than assigning letter grades. Two institutions of higher learning in MITEC rely completely on the supervising teacher assigning a letter grade and two rely on the college assigning the final grade.

The above statements imply that student teacher evaluation is a cooperative effort between the clinical supervising teacher and the college instructor. While colleges differ from each other to some extent in carrying out cooperative evaluation, the clinical supervising teacher typically is responsible for evaluation of the day-by-day progress of a student teacher. This day-by-day evaluation includes matters such as daily and unit lesson planning, classroom management, meeting professional obligations, and general classroom interaction. The college supervisor, on the other hand, will normally be more concerned with evaluating specific skills and methods.

Most college personnel insist their visits should not be perceived as evaluation visits, but as visits to help student teachers develop skills and methods. Typically, the college supervisor will visit a student teacher to see one or two specific skills demonstrated or to see him practicing a specific method. In the course of student teaching, the college supervisor will see only a limited sample of the student teacher's performance. As a result, the body of evaluative information must come from the clinical supervising teacher. The result is that MITEC recommends a conference of the student teacher, the clinical supervising teacher and the college supervisor in determing the final evaluation.

I. LEARNING LABORATORY CENTERS

In the MITEC design for excellence in teacher education, the public school setting is of singular importance in effecting programs which are accountable, as well as personally satisfying. The quality of the educational environment in a school affects the way student teachers synthesize and refine their skills. Since teacher behavior is influenced profoundly by past training and experiences, student teachers must be provided numerous educational opportunities as well as exemplary models. This implies that those who supervise student teachers also must be continuous students of teaching to be accountable in the educational process.

Designating schools as learning laboratory centers where numbers of student teachers are placed, is a vital step of MITEC expansion. Initial consideration for a school to become a center is contingent upon the school personnel:

...demonstrating enthusiasm and interest in teacher education,

...developing a supportive learning environment for boys and girls and thus for the student teachers, and

...using self-appraisal as a basis for curricular improvement, as well as for the improvement of the competencies of supervising teachers.

A. SCHOOLS AS CENTERS

Twenty schools are now identified as Learning Laboratory Centers. Kanawha and Putnam County school administrators and MITEC college supervisors select schools which are to be the Learning Laboratory Centers. Other centers may be set up as the need arises. By mutual consent a school may cease to be a center while another school may replace this school.

The term "Learning Laboratory Center" implies that learning is the central focus of all school activity. Thus, modifications of roles is a planned consequence where college supervisors become resource persons, teachers become facilitators of learning and student teachers become associates on teaching teams.

The implementation of teaming in a Learning Laboratory Center is necessary to make optimum use of differentiated staffing. Supervising teachers are encouraged to use the team approach with student teachers, tutors, aides and paraprofessionals in a variety of teaching approaches. Differentiated staffing encourages educational experimentation and creative change within these centers. Supervising teachers are able to be more flexible. Students of teaching receive earlier pre-student teaching experiences. Student teachers can be guided into a variety of learning situations. Also, space can be used more efficiently.

Underlying the establishment of Learning Laboratory Centers is the belief that the most necessary locus for teacher education is within the institutions which teachers ultimately will serve--the public schools.

In each school in which MITEC has five or more student teachers placed, it is suggested that the principal and colleges cooperatively identify the most outstanding teacher to be designated as Teacher Education Coordinator in that school. The coordinator would first and foremost remain a teacher. He would not only teach children, but he would be willing to have his teaching analyzed and evaluated by his peers as well as by student teachers. He would have one or two student teachers assigned to him each semester. This would provide the opportunity for flexibility in his related assignment as Teacher Education Coordinator.

B. SCHOOL-BASED TEACHER EDUCATION COORDINATORS

1. Create a secure climate of acceptance and approval of students of teaching.

2. Assist the principal with assignment of student teachers in respective Learning Laboratory Centers.

3. Provide orientation to all students of teaching to explain the philosophy of the school and to identify responsibilities of all members of the school center.

4. Provide orientation of student teachers to guidance services, audio-visual services and to opportunities for micro-teaching in the school center.

5. Coordinate field trips for student teachers and supervising teachers to unique educational programs in process throughout the county and arrange for tours of the community.

6. Conduct seminars geared to the individual growth and development needs of student teachers.

7. Engender a supportive environment for teacher education in the school through improved communication procedures.

8. Develop a resource materials center for teacher education in the Learning Laboratory Center.

9. Serve as a link between the school, the colleges, and the MITEC office.

The development of the coordinators' roles in individual Learning Laboratory Centers, however, will be dictated by the demands of that particular center. Success will depend upon the time, commitment and sense of exploration and experimentation with new structures.

II. TEACHER EDUCATION RESOURCE CENTERS

Self-instructional packaged materials and teacher education publications are available through MITEC. These resources are available to individuals or schools designated as Learning Laboratory Centers. Materials are continually added to keep abreast of new technology in teacher education.

In addition to the central MITEC Resource Center, each school which is a Learning Laboratory Center is encouraged to set up a Teacher Education Resource Center. Several school centers now have facilities for micro-teaching. Teachers at other schools use MITEC's Ampex camera and complete portable Panasonic outfit. MITEC sponsors memberships to the Association for Teacher Educators for each school center. MITEC also buys books and games to add to each resource center.

Materials available through the MITEC office include:

Self-Instructional Teacher Education Packages

1. Mini-course One: Effective Questioning
by the Far West Laboratory

Mini-course One is packaged into five 16mm reels of instructional and model films. The course has handbooks and self-evaluation forms. Video taping equipment is available.

2. Mini-course Nine: Higher Cognitive Questioning
by the Far West Laboratory

Mini-course Nine is based on Bloom's Taxonomy. It consists of six video tapes. Workbooks are included, as well as an instructor's manual.

3. Facilitating Inquiry
by Northwest Regional Educational Laboratory

A workshop consisting of fifteen handbooks describing a rational process to explore strategies using the inquiry method of teaching. Tapes accompany the handbooks.

4. Research Utilizing Problem Solving (RUPS)
by Northwest Regional Educational Laboratory

RUPS is a thirty-hour workshop course emphasizing problem-solving skills.

5. Inner-City Simulation Materials
by Science Research Associates, Inc.

The workshop is designed to introduce teachers to the real world problems of the inner-city school and community. Incidents are portrayed in fourteen films.

6. Basic Interpersonal Relations Lab
by Human Development Institute

Five programmed books are designed to promote feelings, emotions and attitudes which affect interpersonal relationships. Groups of five to seven may participate.

7. Stanford Technical Skills of Teaching (Andrew Jackson Jr. High)
by General Learning Corporation

Sixteen films of approximately ten minutes each demonstrate skills of teaching. Elementary and secondary series are available. Evaluation sheets are in the MITEC student teacher booklet.

8. The Cross-Age Helping Package
by Center for Research on Utilization of Scientific Knowledge

This group package enables faculties to develop learning and working strategies. Students help other students by acting as tutors.

9. B-2 Modules (State of Florida)
by Panhandle Area Educational Cooperative

B-2 Modules are self-instructional packets designed for individual needs of student teachers or supervising teachers. Examples are handwriting kits, individualized reading programs, use of media, etc.

10. Critical Moments in Teaching (available from State Department)
by Science Research Associates, Inc.

A simulated program introduces classroom teaching problems which can present obstacles to imaginative and effective teaching. Thirty-one critical teaching problems are presented on 16mm films.

11. Flanders Interaction Analysis
by Amidon Associates

Listening tapes, self-instructional handbooks and transparencies make up the programmed material on interaction analysis. This system enables the teacher to record and analyze his verbal interaction within the classroom.

Slides With Sound

1. Multi-Institutional Teacher Education Center (MITEC)

2. Maryland Teacher Education Center

3. The Supervising of Student Teachers (Ohio State University)
by L. O. Andrews

Filmstrips With Sound

1. Master Teacher at Work (for supervising & student teachers)
by Cleveland Recording Company

2. Motivation in Teaching
by Association of Classroom Teachers NEA

3. Controlling Classroom Misbehavior
by Association of Classroom Teachers NEA

4. Teaching Reading with Games (8 copies)
   by Bailey Film Associates

5. Vimcet Filmstrip - Tape Programs (30 filmstrips and tapes)
   by Vimcet Associates

6. Competency-Based Teacher Education
   by Teacher Corps

Games

1. Ghetto Simulation Game (20 sets)
   by Western Publishing Company

2. Life Careers Simulation Game (20 sets)
   by Western Publishing Company

3. Impact: A Community Simulation (4 sets)
   by Education Service, Inc.

4. FLIP: Family Life Income Patterns (20 sets)
   by Education Service, Inc.

5. System I: Design Your Own Game (20 sets)
   by Education Service, Inc.

6. Auction-Person Goals
   by Creative Learning Systems, Inc.

7. Join-Teenagers and Adults
   by Creative Learning Systems, Inc.

8. Encapsulation-Student vs. Teacher; Affluent vs. Deprived
   by Creative Learning Systems, Inc.

9. Trip to Mars
   by Creative Learning Systems, Inc.

10. Choice
    by Creative Learning Systems, Inc.

11. Feedback
    by Creative Learning Systems, Inc.

Filmstrips And Booklets

1. Asking Questions

2. Explaining

3. Logical Dimensions of Teaching

Video Tapes

1. Video Tape Project (Carlton University, Northfield, Minn., Micro-Teaching)

Equipment

1. Dry mount presses (3)
2. Panasonic portable video tape camera and recorder
3. Ampex camera
4. Kodak instamatic camera kits (12)

I. OPTIONAL ENRICHMENT MODULES

Within the dynamic framework of a teacher education center, MITEC provides the preservice teacher a choice of numerous activities. To prepare teachers who are versatile and who have professional competence, field experiences must move from the traditional classroom into the community. In this setting, the student teacher can come face to face with such life elements as deprivation, inadequate training for the world of work, racism, fragmented personalities, drug abuse, inability to read and communicate effectively and lack of understanding of a multi-cultural world. The real world, consequently, can become the frame of reference for the student teacher.

The prime objective of the optional modules is to strengthen the student teacher conceptually and emotionally. This is done through direct participation in a broad spectrum of learning situations with these basic considerations: improvement of interpersonal relations, life-related curriculum, diverse teaching strategies, individualized instruction and a range of cultural and socio-economic exposures.

Optional modules may be in addition to or as a part of the prescribed curriculum of a MITEC college or university. The time period may vary from one week to a full semester, according to the nature of the preferred option and the needs of the student teacher.

The student teacher jointly determines with his director of student teaching the most opportune time for this activity during the senior year. In the process, the student teacher assumes a more active role in his pre-employment preparation.

II. LOCAL MODULES

Appalachia Educational Laboratory

The student teacher works with senior high school students whose academic work is interwoven with career exploration. Through this employer-based career education program, the student will have learned not only academic pursuits but what the world of work is about and how he can fit into it. He will have a cleare: knowledge of how the community functions and will know the demands of certain careers and jobs.

Career and Technical Education Centers

Modern educational systems need teachers who know about principles underlying a technologically-oriented society. In responding to the national emphasis on career and technical education, MITEC recommends a module of work and study in a superbly-equipped career and technical education center. Exposure to the guidance and counseling program is an outstanding facet of the total center program. Kanawha County Schools operates two new centers, Carver and Benjamin Franklin Career and Technical Education Centers.

Community Schools

A teaching experience in a community school with the school population ranging from kindergarten to the senior citizen is another educational alternative. In such a setting, the school and community merge to provide unique life encounters for prospective teachers. The student teacher can participate in the total program along with community participants.

All available resources in these communities are mobilized to provide educational, recreational, social, cultural, remedial, and vocational enrichment programs which are suitable and relevant to the community population.

Charleston Job Corps

The Job Corps educational alternative is a rich resource for teacher education. The residential setting provides a completely different view from the formal classroom and offers excellent opportunities for important interpersonal relationship development. The curriculum consists of performance-based programmed materials.

The Job Corps experience gives the student teacher expertise to work more effectively with deprived youth through personalized approach. He learns how to be a resource person and to observe and use methods and materials to a degree not possible in public schools and how to work with individualized instruction.

Kanawha County Schools Summer Programs

Each summer a broad offering of summer school programs from the elementary through the secondary level is provided for hundreds of youth in Kanawha County Schools. These programs encompass educational and cultural enrichment activities in creative learning environments. Instructional paraprofessionals and aides plan and work with selected master teachers.

Multiple innovative teaching experiences are available for student teachers. Pre-student teachers also may choose to work in the summer programs option as another phase of gradual induction into the teaching profession.

Learning Disabilities Centers

Often the cause of low academic performance among school children can be traced to unrecognized educational problems which now are called specific learning disabilities (SLD). To identify and help these children in early stages of educational development, all elementary schools in Kanawha County are designated as Learning Disabilities Centers.

Learning disabilities consultants and staff reading teachers work with student teachers to help them learn diagnostic and prescriptive teaching and appropriate educational intervention techniques for children who have specific learning disabilities.

Open School

A student teacher may spend time learning about the operation of a school that is open both in educational philosophy and physical facility. Some innovations that student teachers observe and participate in are: differentiated staffing patterns; parent involvement; individualized instruction; flexibility in space patterns; learning stations; resource materials center; and a faculty whose total orientation is toward being motivators, advisers, consultants, planners and a source of encouragement to boys and girls.

Opportunities Industrialization Center (OIC)

Opportunities Industrialization Center (OIC) is a self-help educational program to help economically disadvantaged persons learn to help themselves. It trains the unskilled, unemployed and underemployed to gain marketable job skills.

Exposure to the concepts and methods involved in a community self-help program is an enriching experience to the student teacher as he learns to relate to major societal problems of poverty, illiteracy, joblessness, poor self-concept, hopelessness and despair.

III. NATIONAL MODULES

Pittsburgh, PA

Today's mobile society calls for teachers who are flexible, who can adapt to different geographic areas and who continue to learn with children of different cultures and different life styles.

The experience of living and teaching in an inner-city environment helps the student teacher develop affective and cognitive skills for teaching in a multi-cultural setting. In addition to teaching responsibilities at the Gladstone High School, the inner-city curriculum will include community involvement, independent study and seminars.

Potsdam, NY

This interstate-intercultural experience provides MITEC student teachers an opportunity to work with children of Indian lineage for four weeks. Teaching in this environment gives student teachers an opportunity to work with individual Indian children and learn about their culture, problems and aspirations.

IV. INTERNATIONAL MODULES

Mexico

MITEC believes that intercultural education must be an integral part of the educational preparation of teachers. To provide a cross-cultural field experience, MITEC offers an optional experience in Mexico City for student teachers. Foreign language opportunities, international understanding, the art and other cultural aspects of Mexico are important aspects of this semester-long experience.

The program is established as an exchange program with and through the International Teachers' Education Program of the University of Alabama.

Canada

As another step toward preparing world-minded teachers, MITEC has arranged for a four-week teaching experience exchange program with McGill University, Montreal, Canada. In addition to adding an intercultural dimension to his teacher preparation, the MITEC student teacher will be a goodwill ambassador by demonstrating the ideals and way of life as incorporated in America's educational system.

I. WEST VIRGINIA

West Virginia is the only state in the Union born of the Civil War. Although the state's history as a part of Virginia, goes back to the founding of the nation, its history as a state began as the nation struggled in civil turmoil. The western counties of Virginia were geographically lodged between the North and the South; each side was fighting for control. For instance, the town of Romney changed hands fifty-six times during the conflict, and Keyser changed fourteen times. The first land battle of the Civil War took place June 3, 1861, at Philippe, West Virginia. Federal troops were fighting to control the vital B&O Railroad and routed the Confederate forces.

Just after the beginning of the war in 1861, delegates from forty western counties of Virginia met in two conventions. The two meetings, held in Wheeling, resulted in the formation of a new state. The delegates voted to stay in the Union and the new state of West Virginia was admitted to the Union on June 20, 1863. Wheeling was its first capital.

Long before the Civil War the western part of Virginia was the subject of much exploration and interest. In 1770 George Washington camped at the confluence of the Ohio and Kanawha Rivers in western Virginia, and named the spot Point Pleasant. Here in 1774 General Andrew Lewis and his soldiers repelled the attacking warriors of Chief Cornstalk. The conflict is now known as the first battle of the American Revolution.

Wheeling saw the last battle of the Revolution. In September of 1782, long after the colonials and British had ceased fighting in the east, the American garrison in Fort Henry repulsed an attack by 300 British and Indians. The battle proved to be the last of the war for independence.

It was on Blennerhassett Island in the Ohio River near Parkersburg, West Virginia, that Aaron Burr--"exiled" after his infamous duel with Alexander Hamilton--launched his ill-fated plan for a great empire in the Southwest.

Grafton is the site of the first Mothers' Day observance. A special service was held at the Andrews Methodist Episcopal Church. The service was held May 10, 1908, at the request of Miss Ann Jarvis in honor of her mother.

West Virginia's history is, however, more than a chronical of events and places. No other state in the Union has a history so distinctly marked by geography and topography. West Virginia's mountains have forged the state's progress, people and history.

Although West Virginia is comparatively small with only 24,282 square miles and is forty-first among the fifty, it ranks *FIRST* in bituminous coal and metalurgical coke production; *SECOND* in bituminous

coal reserves; *THIRD* in electric power generated per capita; *FIFTH* in natural gas storage capacity; *SIXTH* in the value of its annual mineral production; *SEVENTH* in production of salts, brines and coke; and *EIGHTH* in production of natural gas and natural gas liquids.

Among the earliest settlers, the most numerous were the Scotch-Irish, German and English. The Scotch-Irish and Germans mostly came from Pennsylvania; the English crossed the mountains from Virginia. These settlers brought with them that unique mixture of traits which built this country. Today's Mountaineer is a man clearly marked by traits which enabled him to survive in the wilderness of western Virginia. The poem, "Appalachia" by Muriel Miller Dressler expresses this sentiment:

> "I am Appalachia! in my veins runs fierce mountain pride: the hill fed streams of passion; and stranger you don't know me!
>
> You've analyzed my every move...you still go away shaking your head. I remain enigmatic.
>
> ...I tell you, stranger, hill folk know what life is all about; they don't need pills to tranquilize the sorrow and joy of living. I am Appalachia; and, stranger, though you've studied me, you still don't know me."

Though the poem implies a certain mystic surrounding the Appalachian Mountaineer, he is simply an American who is a part of his heritage, rather than alienated from it. Jack E. Weller, in his book Yesterday's People, sees America discovering the man behind the image: "(Appalachia)...is being rediscovered; behind the stereotype of the mountaineers, America is finding real people of flesh and blood: genuine...people with brave hearts and uncomplaining tongues; people whose ancestry goes back to the very early settlers of our nation."

Such were the people who settled West Virginia. Such are the people of West Virginia today.

II. CHARLESTON

Though Charleston was founded in 1794 during George Washington's presidency, the city has grown, not aged, during its 176 years. Charleston is a young and spirited city. The metropolitan area of almost 250,000 people is the state's largest urban complex and is its capital.

In 1788 Colonel George Clendenin marched from Lewisburg with a company of rangers to construct a fort near the present intersection of Kanawha Boulevard and Brooks Street. Clendenin was a native of Scotland who had risen to prominence in Greenbrier County affairs. He was a Virginian legislator and a prominent landowner with a vision of the Kanawha Valley as a highway to the west.

In 1793, the year before Charleston was established, 123 white men were listed on the Kanawha County personal property tax books. Among them: Daniel Boone, a resident of the county for a few years; George Clendenin, builder of Fort Lee; and George Washington, owner of five Kanawha County tracts totaling 19,704 acres.

In 1794 it was ordered that a town, to be called "Charles Town," be set up to replace the military Fort Lee. Population was about 60. A post office known as Kanawha Court House was established in 1801. The town name was changed in 1818 to Charleston, but the post office name was not changed until 1879.

In following years Charleston saw steamboats on the Kanawha River, stage coaches and the founding of the salt industry. The town was established and seen in conjunction with the river as a gateway to the west.

Committee of One Hundred; Profile Charleston, 1972

I. GOVERNMENT

The State of West Virginia, born of the turmoil of the Civil War, was officially chartered on June 23, 1863, and the constitution was ratified in 1872. The government is divided into three branches, the legislative, the executive and the judicial.

II. LEGISLATURE

The West Virginia Legislature is divided into two houses, the Senate and the House of Delegates. Legislative sessions are convened annually for sixty calendar days beginning the second Wednesday of January.

The Senate--Senators are elected to four-year terms. They are compensated $3,300 per annum and ten cents per mile allowance for travel to and from the legislative session. West Virginia has seventeen senatorial districts from which thirty-four senators are elected.

The House of Delegates--Members of the House of Delegates are elected to a two-year term. Each year they are paid $3,300 plus ten cents per mile for travel to and from legislative sessions. West Virginia has seven delegate districts electing a hundred delegates.

Political Division of Legislature

	Senate		House of Delegates	
	Democrats	Republicans	Democrats	Republicans
1970	22	12	63	37
1971	23	11	69	31
1972	23	11	68	32
1973	24	10	57	43

Significant to the teacher education center movement in West Virginia, the 1972 and 1973 legislature appropriated $120,000 for the operation of seven teacher education centers throughout the state. West Virginia is the first state to appropriate money for the establishment of state-wide regional teacher education centers.

III. EXECUTIVE BRANCH

The Executive Branch of West Virginia State Government has six elective offices: the governor, secretary of state, auditor, treasurer, commissioner of agriculture and attorney general.

The governor is elected to a four-year term of office. He is compensated $35,000 per year for his services beginning with the January 1973 term of office.

Arch A. Moore, Jr. was elected governor in November, 1968. He is the first West Virginia governor to succeed himself. His term expires in 1976. Governor Moore, a Republican, was born April 16, 1923, in Moundsville, West Virginia. He attended public schools in Moundsville and received his A.B. and L.L.B. degrees from West Virginia University. On November 6, 1956, he was elected Congressman from the first Congressional District of West Virginia and was re-elected to the 86th, 87th and 90th sessions of Congress.

Other West Virginia Officials Include:

Secretary of State--Edgar F. Heiskell
State Auditor--John M. Gates
Treasurer--John K. Kelley
Commissioner of Agriculture--Gus R. Douglass
Attorney General--Chauncey H. Browning, Jr.

West Virginia is divided into fifty-five counties. The legal relationship of the counties to the state government is that of subdivision. The counties possess no inherent right of self-government. Counties are legal creations of the state and are under its jurisdiction.

At all levels and in all areas, West Virginia's government is changing as the state is changing--to meet the needs of our people and businesses and to accommodate the emerging urban and industrial character of the state.

Community

The chemical industry was initially attracted to the Kanawha Valley because of the Kanawha River and the concentration of important natural resources in the area, particularly salt, coal and natural gas. During the past 25 to 40 years the valley's chemical industry has undergone a maturing process. It has seen the availability of natural resources become secondary to the barge transportation of the river and the relative location of Charleston near major market concentrations. The industry has undergone physical changes. Also, technology is shifting the chemical industry's position in the economic community.

Because of its size, the future of the chemical industry in the Kanawha Valley will greatly affect the area's economy. As the chemical industry matures, however, the economy of the valley will become more balanced and will be by no means a "one-industry area." In fact, Kanawha Valley's economy is developing a broad base. The cornerstones of that base are retail and wholesale trades, manufacturing, government and services.

I. EMPLOYMENT

INDUSTRY	PEOPLE
TOTAL CIVILIAN WORK FORCE	96,300
UNEMPLOYMENT	5,000
Percent of Total Civilian Work Force	5.2
TOTAL EMPLOYMENT	91,000
Non-Agricultural Wage & Salary Workers	83,000
Manufacturing	15,000
Durable Goods	3,100
Stone, Clay & Glass	1,300
Metal & Metal Products	1,600
Other Durable Goods	200
Non-durable Goods	11,900
Food & Related	900
Other Non-durable Goods	11,000
Non-Manufacturing	68,100
Mining	4,300
Contract Construction	4,800
Transportation, Communications & Public Utilities	8,600
Trade, Wholesale & Retail	19,200
Finance, Insurance & Real Estate	4,000
Service	13,000
Government	14,300
All Other Employment (domestics, agriculture, etc.)	7,900

II. HEALTH SERVICES

Kanawha Valley is served by eight general hospitals, The Eye and Ear Clinic and a private psychiatric center. The three largest general hospitals have all recently completed additions to their physical plants. The eight general hospitals provide 1,411 beds or one bed per 159 population.

A. PUBLIC CLINICS

Family Planning	3
Maternity and Infant Care	1
Consultation and Evaluation Clinic for Children	1
Well-Child Conferences	4
Rheumatic Heart Disease	1
Pediatric	1
Tuberculosis Diagnostic	1
Veneral Disease	1
Immunization	11

B. MENTAL RETARDATION

Recreation Programs

1. Brownie and Cub Scouts--ages 7-21, meets once a week at Owens and Shawkey Trainable Schools. These programs are under the supervision of Kanawha Association for Retarded Children (KARC) and can serve a total of 120 trainable mentally retarded children.

2. Day Camp--Sponosred by KARC for ages 3 through 16. Held two full weeks during summer at South Charleston, West Virginia. Serves approximately 45 profound, severe, moderate and mildly retarded children. Transportation and lunch provided.

3. Special Olympics--These annual athletic events, sponsored by the Jaycees, are on a local and state level.

4. Swimming Program--The program is sponsored by KARC in cooperation with the Red Cross and volunteer nurses. It serves about 60 mentally retarded children of all ages and types in two nine-week sessions (spring and fall).

5. Camp Apache--A residential camp sponsored by West Virginia Association for Retarded Children for ages 7 and up. The two-week summer sessions are divided for older and younger mentally retarded.

6. Youth KARC Recreation Night--On the second Friday night of each month during the school year.

Workshops

1. Faith Sheltered Workshop--This workshop, sponsored by KARC, serves all types of mentally retarded ages 16 and up. Social

adjustment and pre-vocational and work training are provided, along with sheltered employment for the moderately retarded young adult. Capacity is 30 clients.

2. West Virginia Rehabilitation Center--Sponsored by the West Virginia Department of Vocational Rehabilitation, the center provides evaluation, work experience, training and work tolerance for all handicapped throughout the state.

Day Care Centers

1. Charleston Day Care Center for Mentally Retarded Children--This center, sponsored by the West Virginia Department of Mental Health, stresses socialization and self-care skills, maturation and self-expression. It serves severe, profound and moderate mentally retarded ages 3 through 16 on weekdays 9 a.m.-3 p.m. the year round.

Special Education Classes

1. Trainable--There are two schools of four levels each serving 120 trainable children.

2. Educable--There are three schools serving 45 trainable children on the primary level; twenty-two schools serving 330 children on the intermediate level; thirteen schools serving 390 children on the junior high level; and three schools serving 90 children on the high school level.

Clinics

1. Consultation and Evaluation Clinic--This clinic, sponsored by the Division of Maternal and Child Health, West Virginia Department of Health, serves all ages up to 16 from throughout the state on weekdays 9 a.m.-5 p.m. It provides diagnostic evaluation, counseling and interpretation of clinic findings to parent or guardian.

III. RECREATION

From water and snow skiing to dinner and cocktails, the Kanawha Valley offers a full year-round spectrum of leisure time activities. Charleston is surrounded by forests and wooded mountains. It has

three parks, totaling 8,060 acres, only minutes from Capitol Street in the downtown area.

Kanawha State Forest covers 6,700 acres of primitive woodland. It is 12 minutes from Capitol Street. The parking is operated by the State Department of Natural Resources and is designed to preserve the natural beauty of the West Virginia countryside. The park is enjoyed by thousands throughout the year. It offers facilities from well manicured picnic areas with shelters and swimming pools to rugged hiking and motorcycle trails. While these features are enjoyable, perhaps the most enjoyable feature is that it's just plain relaxing to go for a walk in the woods.

Coonskin Park is 15 minutes from downtown and covers 1,002 acres. This facility is one of the most popular in the valley. It is truly a year-round outdoor facility. In addition to the usual picnic areas and shelters, Coonskin offers skeet shooting, an illuminated 18-hole golf course, boating, driving range, fishing, snow skiing, ice skating and a bandstand for summer concerts. The park is well forested, providing a pleasant escape from the city pressures.

Little Creek Park is owned and operated by the City of South Charleston. It covers 358 acres and offers three lighted ball fields, tennis courts, picnic shelters and a soap box derby track.

Most municipalities operate recreation programs including everything from craft classes to swimming lessons.

Leisure time is no problem in Charleston--there's plenty to do. No matter what your interest is, you'll find a kindred soul.

The Sunrise complex conducts regular programs for children throughout the year. Sunrise has become the symbol of Charleston's cultural development. Two magnificent old mansions overlooking downtown Charleston now house the Charleston Art Gallery; Children's Museum; Planetarium; Zoo; exhibits in social science, physical science and geography, and classes ranging from photography to bird watching. The Art Gallery, housed in the old MacCorkle mansion, "Torquilstone," is across the street from Sunrise and operates a rental gallery of works by local artists. Exhibits by well-known artists are scheduled regularly and the gallery is expanding a permanent art collection yearly. Regular art classes, workshops and lectures are also conducted.

Thespians will find an abundance of stages in Charleston. Kanawha Players is an amateur drama group, producing five "professional" plays a year. St. Albans Little Theater prefers theater in the round for its productions. The Children's Theater performs four times a year.

The Blackfriars of Morris Harvey College and The West Virginia State College Players perform for the public in a continuing series of fine productions.

Lectures and films are conducted by the Audubon Society, Cinema Arts Society, Morris Harvey College Convocations, Sunrise, Junior League "Townhall Lecture Series," and the Columbia Gas Company's "The World Around Us" series.

An interest in music is satisfied by the Charleston Symphony, Music Society and the Charleston Light Opera Guild.

On top of all this, the Charleston Civic Center is the scene of a multitude of shows, exhibits and sports events. A part of the Civic Center complex is an indoor ice skating rink open nine months of the year.

I. KANAWHA COUNTY SCHOOLS

Change occurs one step at a time. It is stimulated by failure, social conflict or disaster, which produce fear, frustration, anger and cries for action. It occurs as a teacher, a school or a school system tries a new method. It is speeded by success, support, recognition and approval.

The Kanawha County School System will continue to search, to experiment, to revise, to hold onto those things which prove educationally successful and to evaluate and maintain the best program possible with the funds available.

Some of the recognized innovative practices in Kanawha County include:

1. A county-wide commitment to "continuous progress education" K-12.
2. Detailed teaching materials developed by teachers in the form of "learning packages" to aid teachers in making continuous progress a reality.
3. One of 15 national learning disabilities projects federally funded in 1972.
4. Two new technical centers, totaling $5 million, serve post-secondary, adult and more than 13,000 students from all eleven high schools.
5. Training center for the Berkley Health Project.
6. Community schools with evening and night programs operative in eight schools.
7. Parent-teacher conferences for all schools on two days with released time for students.
8. Three school days for paid inservice for teachers.
9. Mathematics resource rooms (laboratories) in all junior highs and three senior high schools.
10. Team teaching and large- and small-group instruction in elementary, junior and senior high schools.
11. Data processing in all eleven high schools.

12. Space-related (planetarium) programs for all students through a cooperative project of Kanawha County Schools and the community.

13. Five high school programs in Negro history.

14. Modern foreign language available in most elementary schools; summer foreign language camp for interested students.

15. Industrial and business cooperation with several work experience programs, including Monsanto, C&P Telephone Company, United Fuel and FMC Corporation.

16. Instructional Materials Centers housing library and media materials in all elementary schools.

17. Twenty schools designated as Learning Laboratory Centers for Teacher Education, each having a school-based coordinator and a teacher education resource center.

II. PUTNAM COUNTY SCHOOLS

Putnam County is situated between Cabell and Kanawha Counties. It was created March 1, 1848, by an act of the General Assembly of Virginia from parts of Kanawha, Mason and Cabell Counties. The county was named in honor of General Israel Putnam, a New England soldier and patriot of the American Revolution.

Putnam presently holds the title of the fastest growing county in West Virginia. This can be attributed to the influx of new industry and the rapid growth of the Teays Valley and Hurricane area as a suburbia of the Charleston and Huntington areas. Putnam was one of the few counties able to grant a salary increase to all school personnel during the 1972-73 school year and ranks third in the state in salary scales.

Putnam County School officials have dedicated themselves to maintaining their educational program at a commensurate level with the rapidly changing needs of its students. A recent building program has resulted in two modern, air-conditioned secondary schools at Poca and

Hurricane. Both buildings will accomodate future expansion with program design flexibility. The same building program resulted in a modern vocational-technical center which has been recognized throughout the state for its progressive approach to career education. Presently ten subjects are being offered high school students, as well as a comprehensive night program for adults.

The curriculum is recognized as being in a state of "becoming," a constant state of flux. Consequently, the curriculum is constantly being studied with improvements and innovations being added. One of the more recent changes is known as the "Hurricane Plan." The plan is designed to offer students an individual learning situation and to humanize the educational process. Similar projects are under study for implementation in each high school.

Putnam County Schools was cited by State Superintendent Daniel B. Taylor for its initiative in establishing the first state approved plan for early childhood education in the state of West Virginia.

Putnam County Schools also offers programs for the physically handicapped and psychologically handicapped, as well as special education, remedial, corrective and accelerated reading, which further reflects the basic philosophy of Superintendent Herbert L. Scites who believes, "Public schools are for all. It is our belief that all aspects of the educational needs of our county must be met. Our approach begins with our early childhood program and continues through our comprehensive curriculum to graduate students fully prepared to continue their formal education or enter the world of work with a salable skill."

III. MITEC COLLEGES

A. CONCORD COLLEGE

Concord College is a community of people bound together in the pursuit of higher education. A nationally-recognized and fully-accredited coeducational liberal arts and teacher education institution, Concord was founded February 28, 1872. It is in Athens, Mercer County, close to the southern end of the West Virginia Turnpike. In addition to this strategic travel location, the mountainous environment provides an ideal year-round climate.

Enrollment for the 1971-72 academic year totaled approximately 2,000 students with 135 faculty and professional staff members. These students and staff members represent the major geographical areas and educational institutions in the United States.

A campus complex of 30 buildings valued at $27.6 million provides the appropriate setting for study, housing and recreation. Within this complex, one of the main features is the Oakey Logan Alexander Fine Arts Center which houses the fine arts. This impressive structure consists of two basic multi-level structures--one for the visual arts and the other for theatre and music. A third area links the two basic areas together and provides for galleries, lobbies and lounges.

The college grants the degrees of Bachelor of Arts, Bachelor of Science, Bachelor of Science in Education, Bachelor of Science in Business Administration and Bachelor of Science in Medical Technology. Special programs include study in early childhood education, social work, theatre, library science, home economics, advertising art and health and physical education. Pre-professional programs are available for medicine, dentistry, law, social work and the ministry. Cooperative arrangements are in operation with Ohio University, Athens and Appalachian State University, Boone, North Carolina.

Currently operating innovations include a cooperative work program for juniors and seniors in the Business and Economics Division, study abroad through the college's membership in the Regional Council for International Education, unique independent study opportunities in the Biology Department and access to computer and data processing facilities.

Concord is a personalized residential college which has a fundamental concern for the individual student. Enlarged physical size or higher enrollments are not barriers to students seeking an education. Faculty and staff still have time to listen to students; distance between students and faculty does not increase proportionately as their numbers increase.

B. W. VA. STATE COLLEGE

West Virginia State College offers a degree of Bachelor of Science in Education, prepares teacher aides and provides renewal services for inservice teachers.

Basic to the teacher education program is a dedication to urban problems, to multi-cultural education and to education for international understanding. The program includes both behavioristic and humanistic theory and philosophy.

Five basic field experiences are an integral part of the professional sequence. These experiences are provided so each student may study theory as it is practiced. Sequenced according to difficulty and stated as competency-based criteria, the five field experiences are as follows:

1. After an introduction to developmental theories of Havinghurst, Erikson, Piaget et al. and while continuing to study, the student prepares a case study of one child which compares growth and development.

2. While studying basic learning theories, the student applies the theories in a tutoring situation with a child who has learning difficulties not based in neurological and/or physical impairment.

3. While a student of general methods of instruction, the student goes into the public school to observe teacher activities, do teacher aide tasks and prepare teaching materials germane to the classroom where he is assigned. Given this classroom setting, the student plans and directs learning experiences which are reported in terms of measured pupil behavior change.

4. While studying specific subject matter instructional methods, the student observes public school teachers of the appropriate subject matter and practices specific teaching acts through micro-teaching.

5. Entering a public school classroom for subject matters and grade level for which he has prepared, the student teacher assumes full responsibility for teaching/learning as a member of the teaching team, which includes the college supervisor.

Change is the most constant factor in education; thus, teacher education will continue to change as parents, students, teachers, organizations and school systems strive to clarify and meet the needs of the present and future.

C. W. VA. UNIVERSITY

West Virginia University is located in Morgantown, West Virginia, in the northern sector of the Appalachian Highlands. The student population is 15,000 on campus and 5,000 off campus. The University annually awards approximately 525 undergraduate and 300 graduate degrees in education.

The University recognizes that many teacher education institutions are producing humanly illiterate teachers who can not cope with a rising generation attuned to human encounters. A new teacher needs to be born. This human teacher must be an adequate person who is able to facilitate the learning of others and help them discover their human potential so they may use it in our schools.

The education division in the College of Human Resources and Education has designed learning experience modules related to sensitizing the prospective teacher to human and personality development. The traditional lockstep teacher preparation program of courses, credit hours, scheduling and exams will be eliminated. The prospective teacher may take major responsibility for his learning according to a human-based program consisting of three blocks of learning experiences: (1) Human Encounter with Self, Community and Youngster, (2) Human Encounter with Basic Teaching Skills and (3) Human Encounter with Real Teaching. These have major learning experience modules and submodules attached to them with built-in cognitive and affective specifications. After successful completion of one, the prospective teacher is allowed to move to another.

West Virginia University's most important product will be a teacher who is true to his feelings, who knows how to help children realize their potential and who will halt the destruction of human potential in our schools.

D. MARSHALL UNIVERSITY

Marshall University in Huntington, West Virginia, is a large, multi-purpose state university which prepares people for service to their community, state and nation.

Teacher education is the largest function of the university with Teachers College serving as the largest of the six Marshall divisions, both in terms of faculty and students enrolled. Teacher education at Marshall has always sought to provide a synthesis of the tested and successful methods of the past with the innovations and changes in the professional study of teaching. Thousands of former Marshall students can be found on school staffs in West Virginia and virtually every state in the nation. Their success is a tribute to the quality of program Marshall offers.

The University has two undergraduate programs of particular interest. An experimental program began in the fall of 1972 to individualize and personalize teacher education. The program grew out of an awareness that the usual course structure was outdated. A more flexible and independent program, tailored to future teachers' individual learning rates

and styles, was designed by the faculty. It offers many choices for students and assures that the preparation at Marshall will have no major gaps.

The second new program brings students studying to become teachers into classrooms during the pre-student teaching semesters for study, observation and analysis of teaching. Pre-student teaching laboratory experiences have long been recognized as a necessity if students are to relate theory and practice. Marshall's program assures that such a relationship will be built.

Traditionally Marshall student teachers are dedicated and persistent in their quest for high level performance. Marshall University stands behind its program and is ready to help teachers and school officials achieve excellence in teacher education.

E. MORRIS HARVEY COLLEGE

The teacher education program at Morris Harvey College is an integral part of the total college program. The objectives of teacher education are in harmony with the principles and objectives of the college.

Because Morris Harvey is a liberal arts college, its programs are designed to give students a broad educational background. Its teacher education program differs from those of many other colleges in that each student is required to complete an academic major which is usually in the area he plans to teach. He may also major in elementary or early childhood education.

About 17 per cent of the total classwork is devoted to education courses. The remainder consists of general education requirements (50 hours of art, English, humanities, music, natural science) and work in the major and, in some cases, minor areas of specialization.

Morris Harvey's Education Department has developed specializations for students desiring to teach on any level of the elementary and secondary school program. After pursuing a four-year curriculum, the student will receive a bachelor's degree and the Professional Certificate issued provisionally and validated for teaching one of the following:

1. Kindergarten through grade 6
2. Grades 1 through 9
3. Grades 1 through 12 (French, Spanish and music)
4. Grades 7 through 12

The department takes a personal interest in each potential teacher. Students are oriented in the requirements and opportunities of the teaching profession and helped to analyze their own interests and abilities. All teacher education students take the first three basic professional education courses common to all programs: Introduction to Education, Human Growth and Development, and Educational Psychology. Then, they follow the other appropriate education and special methods courses.

During the senior year, the student will enter the "professional semester" in which he will do student teaching. For the first five weeks of this semester, he takes two courses in special methods for his specialization. The remainder of the semester is spent in a public school classroom. The student will be given supervising aid in directing learning activities.

F. W. VA. INSTITUTE OF TECHNOLOGY

West Virginia Tech is a multi-purpose, state-supported institution located on the banks of the Kanawha River approximately 25 miles from Charleston, the state capital.

Tech's enrollment is about 2,500. Students may elect to enroll in one of five major divisions: Humanities and Science, Business Administration and Economics, Engineering, Community and Technical College and Teacher Education.

More than half of the buildings on campus are less than 10 years old. The new Community and Technical College building opened in February, 1972, and the new Vining Library apened later that year.

The Division of Teacher Education, fully NCATE accredited, offers the baccalaureate degree in secondary education in ten comprehensive fields. A student may elect two single fields for his degree. The student of education pursues three areas of study in teaching: general education, comprehensive or single field specialization and professional education. In professional education the student has a wide variety of experiences, including the study of reading and reading equipment, video taped micro-teaching experience with high school youth, experience as a college aide working with a public school teacher, observations of teachers and learners in public school situations and finally a full-time eight-week student teaching experience in a junior or senior high school.

G. W. VA. COLLEGE OF GRADUATE STUDIES

The West Virginia College of Graduate Studies (COGS) is an independent institution in the West Virginia system of higher education. Its students are drawn primarily from within the state. Most are fully employed and pursuing graduate programs on a part-time basis. Graduate degrees and special programs are offered in the fields of business administration, education and engineering.

Administrative offices and some classrooms of COGS are located on the West Virginia State College campus at Institute. Classrooms, however, are located according to student convenience at other colleges, agencies and public schools throughout the state. The key emphasis of the College of Graduate Studies is serving the graduate education needs of West Virginia residents wherever and whenever they are identified.